

BETHEL COLLEGE
NORTH NEWTON, KANSAS

a guide to student teaching

Student Teacher as a *Student*



Student Teacher as a *Teacher*

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A GUIDE TO STUDENT TEACHING

by

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Division of Teacher Education


BETHEL COLLEGE

North Newton, Kansas

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'And Gladly Teach'

The ideas by which we live are carried down the generations, largely by the teachers in the schools. If a teacher is to work wisely as well as gladly, he must be a man of many gifts.

First, he must know the world and his times; he must be a citizen in good standing in the republic of ideas. Second, he must know his special field and desire to learn what he does not understand so that he reaches outward to new boundaries. Third, he must lead others to see what he has seen; he must make those who wish to learn do more than they could have done if he were not beside them, and he must win the minds of those who do not wish to learn.

Educating the teacher in the wisdom of life, the knowledge of his specialty, and the skills of his profession taxes the resources of every territory of knowledge. In the things that teachers learn, therefore, each branch of knowledge must be properly represented. The claims of the humanities, the sciences, and the social studies must be balanced against one another; the arts of communication should receive their due; and then all these concepts and skills must be united with one another.

To organize the education of teachers is the duty of all parts of the university. The college of education has a special responsibility but no special priority in accomplishing this common end. How this object is won depends upon the history and conditions of each institution, but in every place of instruction responsible members of the different branches of learning should meet in a common forum to talk with one another about the problems of educating teachers. They must select the ends, identify the means, and set the engine in motion in order that this great work be done with the dispatch the times demand.

The teacher must earn his degree in the subject that he teaches, and his major should be so arranged that he commands both breadth and depth in a significant portion of the spectrum of knowledge. For the elementary teacher, who must teach everything yet cannot be prepared in everything, this object demands a major that is broader than a particular specialty yet deeper than a cursory survey. For the high school teacher it requires an academic specialty pursued with thoroughness and vigor. For both, it demands at least five years of training, with theories of learning, experiences in teaching, and the arts of applying theory to guide experience introduced at strategic points in the program.

Armed with these insights the teacher will be confident of his understanding, proud of his profession, enlightening to his students--and ready for the serious work of learning which begins when classes are done.

Procter Thomson*

INTRODUCTION

Elementary and secondary teachers frequently say that student teaching was their most valuable college course. Student teaching gives the student his first opportunity to assume full responsibility for a classroom of learners. It offers to the student an opportunity to put into practice the theories he has acquired in his professional program. Here also is his first real experience in sharing with younger persons the storehouse of knowledge and the methods of gaining new information he has acquired through his college studies.

Most student teachers, however, discover early that teaching is much more than telling. They discover that the typical college lecture is not appropriate in an elementary or secondary classroom. They discover that teaching is an art rather than a science, and is perfected with years of experience based on sound theory.

The theories that have been discussed in the professional courses take on new meaning when a student is confronted with an actual teaching and learning situation. The alert student teacher will review mentally the theoretical foundations developed in his professional courses. If he is alert he will soon see the close relationship between theory and practice. He comes to see that effective teaching is the synchronization of theory and practice--that practice is of little value unless it is based on sound theory, and that theory is superficial unless it can be applied.

Student teaching offers the prospective teacher a chance to venture into real teaching. Here it is that he has his real opportunity to try out his wings--to see if he has what it takes to make a good teacher.

*This quotation has been taken from a report of the Joint Commission to Improve the Education of Teachers in California, entitled "On the Education of Teachers."

At no other place in his total college program has he had a better opportunity to appraise his assets as a teacher. In student teaching he can identify and evaluate those qualities that make for successful teaching--good physical stamina, flexibility of ideas, richness of cultural heritage, personal and social qualities, ability to be methodical and objective, professional motivation, and special skills and talents. Student teaching also provides the opportunity to utilize these assets in service to others.

Student teaching gives the beginning teacher an opportunity to develop competence in teaching while surrounded by competent educators with broad experience. He can still ask questions without feeling embarrassment, because he is still a student. He can put his ideas to a test knowing that it is not tragic if they do not always work. He can always feel the security that comes in knowing that he is surrounded by professional people who are deeply concerned that his beginning experience in the classroom be successful.

OBJECTIVES OF STUDENT TEACHING

Why has student teaching been included as one of the courses in the college program of teacher education? The answer to this question identifies the objectives of student teaching. It is anticipated that the experience of student teaching will accomplish certain specific goals. The student teaching experience should help the college student appreciate and understand more fully the important role the teacher plays in the educational program of society. The teacher is the most important factor in the educational process. Good physical facilities and a variety of resource materials are essential to a good educational program but they can never replace the teacher. Whether or not the children and youth acquire the knowledge and understandings to meet their world of tomorrow is determined largely by the learning experiences planned by the teacher. Their attitudes, ideals, appreciations, and loyalties are developed in the context of school experiences.

Student teaching gives the student an opportunity to see and participate in the multitude of extra-classroom responsibilities that fall to the teacher. He soon discovers that the teacher's day does not begin when he arrives at school nor end when he leaves. The ambitious, energetic teacher becomes involved in school and community activities that require time which might be regarded as one's free time in another vocation or profession. The conscientious teacher is never too busy for a conference with parents, pupils or professional personnel. The student also discovers that the teacher is never free from

responsibility while he is on the school premises. There are extra-curricular activities to be supervised such as music, forensics, athletics, clubs, etc., and there are also such duties as playground supervision, building supervision and lunchroom supervision.

The student teacher has an opportunity to identify and evaluate those personality qualities which make for successful teaching. He can observe those qualities at work in the interpersonal relationships among professional personnel from the administration to the custodian. He can observe those personality qualities that make his cooperating teacher a successful person in working with children or youth. He comes to see teaching as a social endeavor in which interpersonal relationships help to provide the environment necessary for wholesome learning experiences. He discovers that the teacher is respected and valued for what he is as well as for what he knows. He realizes that being is no less important than knowing and doing in teaching.

The student teacher has, perhaps for the first time, a part in facilitating human growth and development. He comes to identify himself with the problems and concerns of pupils at different levels of development. He sees the uniqueness of each personality and at the same time recognizes that there is a common denominator of needs, interests and abilities. He is challenged by the fact that teaching offers such a variety of experience because people are different. He senses the satisfaction that comes in witnessing growth and change as a result of the classroom experiences he has helped to plan. He comes to realize that teaching is building for tomorrow as well as for today.

Student teaching offers an excellent opportunity for the student to become acquainted with the variety of resource materials that can aid in making his teaching more meaningful to the pupils. If he is alert he will observe and evaluate the materials used by his cooperating teacher which very likely represent years of intensive searching. If he is creative and imaginative he will spend a great deal of time searching for new and recent materials that will have both future and present value. He will become sensitive to the many sources of teaching materials such as books, magazines, films, television programs, etc. He will also utilize the facilities and materials available in the school, never overlooking the importance of such simple devices as the chalk-board.

Student teaching offers the student teacher a chance to identify himself with the profession of teaching. He also has the opportunity to make practical application of professional ethics in his relationships with professional personnel. While he is still a college student he is

moving rapidly toward a professional status in his association with old "pros." He begins to communicate in a professional vocabulary. He can begin to identify himself with the problems of his newly chosen profession. He views teaching as a service to mankind whose real rewards come later in life. He takes advantage of every opportunity to attend professional meetings and become better acquainted with the concerns and problems of the teaching profession. He will also become active in the Student National Education Association of his college campus, recognizing that this affiliation gives him an early opportunity to become associated with the new generation of teachers.

If the above six objectives are achieved to some degree through the program of student teaching at Bethel College in cooperation with the laboratory schools, the efforts and time devoted to the program by college and school personnel will not have been in vain.

ADMISSION TO STUDENT TEACHING

Requirement for Admission. Our contemporary world is a world of change. Two major changes are taking place within the memory of the college student. There is the "population explosion" and the "knowledge explosion," both of which will affect the teaching profession. The population explosion will require more teachers and a better utilization of the teacher's time and energy. The knowledge explosion will place demands upon the teacher never before experienced in the history of education. The preparing of all youth to participate in a highly technological, democratic society calls for teachers with high academic qualities. No longer can one drift into teaching as a last resort after failing to make the grade for other professions. No longer can teaching be regarded as a stepping stone to other professions. Teaching today and in the future calls for people with ability--ability to communicate as well as to understand knowledge of a complex nature. Both elementary and secondary teaching requires teachers who are competent in subject matter. A competent teacher is one who has an understanding of the logical organization of knowledge, as well as a psychological understanding of behavior. Both are fundamental to effective teaching.

Recognizing the academic and personal demands placed upon the modern-day teacher, Bethel College has identified certain criteria as essential for developing competence in teaching. A competent teacher must have developed the skills of communication to a high level of proficiency. Knowledge will be of little value to the teacher if he does not have the facility to communicate it. Before a student can be approved to enter the classroom as a student teacher he must have demonstrated a proficiency in both oral and written communication.

Teaching demands people who are emotionally stable and have reached a certain level of maturity of behavior. Students who are not productive because they are suffering from emotional disturbances should not undertake to direct the learning experiences of a classroom of energetic boys and girls. Also, students who have not developed an inner discipline to live in harmony within the college community should not undertake to guide the behavior of children and youth. Before students are approved for student teaching they must satisfy the Teacher Education Committee that they are emotionally stable and that they have reached a high level of self-discipline.

Both elementary and secondary teachers need a broad background of knowledge in all areas of learning. Students are therefore encouraged to plan carefully a general education program to give them this competence. No field of knowledge should be completely strange to the elementary or secondary teacher no matter what his teaching specialty is.

An old mountaineer spoke more wisely than he knew when he said, "You can't anymore teach something you don't know than you can come back from someplace you ain't been." Teachers must demonstrate competence in their teaching specialties. This demands both breadth and depth of knowledge. The major program should be carefully planned so that the student sees the relationship of his teaching specialty to other areas of knowledge. He should also pursue his teaching specialty with sufficient depth so he can stand before his class with confidence in his own understanding.

Teaching, as any service profession, calls for a certain commitment and dedication. Only those should contemplate teaching who have an inner urge or motivation to give of themselves in service to mankind. Teaching grows from the desire to share--to share of that which others have shared with you. To reach this point of commitment one must feel that he has something worth sharing. He must feel that the preservation of a free and creative society is dependent on what is transmitted from one generation to another through the experiences of the classroom.

One educational writer has said that the most rigorous combination of college classes, committee chairmanships, and part-time job rarely equals the demands of the classroom. This is but another way of saying that teaching is hard work and places heavy demands upon one's physical make-up. The teacher has little opportunity to relax during the school day; he is on his feet most of the day; he is exposed to colds and other diseases most of the time; and he uses his voice most of the day. To be energetic and alert the teacher must

enjoy good health. He must also practice those health habits which give him the exuberance he needs in the classroom.

The above criteria are somewhat general in nature and difficult to evaluate with a high degree of objectivity. Within the framework of these criteria the Teacher Education Committee has set the following specific requirements for admission to student teaching:

1. General grade-point average of 2.2
2. Recommendation of dean of students, major professor, and division chairman
3. Satisfactory completion of English proficiency and speech course .
4. Physical examination
5. A well-planned teaching field
6. Fourteen quarter hours of professional courses including Educational Psychology prior to student teaching, and a methods course prior to or concurrent with student teaching
7. Approval of Chairman of Teacher Education Division in consultation with the Teacher Education Committee

Procedure of Admission. Before candidates can be approved for student teaching they must first be accepted into the Teacher Education Program. Application for Teacher Education should be made during the spring quarter of the sophomore year. The Teacher Education Committee reviews carefully the application, and if all requirements for admission to Teacher Education are met the application is approved. If there are certain deficiencies, the applicant is given opportunity to work on the deficiencies or to reconsider his vocational goals. No student will be considered for student teaching until he has first been approved for Teacher Education.

After a student has been accepted into Teacher Education, he should begin to plan ahead his program of studies in order to provide an appropriate period of time for his student teaching. This should be worked out in consultation with the major professor and the Director of Teacher Education.

Application for student teaching should be made during the spring quarter of the junior year. Application forms are secured from the Teacher Education Office. The application form calls for certain data necessary in making the placement for student teaching. The form also contains a personal data section to help the cooperating teacher, college supervisor, and school administration become better acquainted with the student teacher before he is assigned.

The placement of student teachers is made by the college supervisor working through the administrative office of the laboratory school. Student teachers are placed only with those cooperating teachers who have had considerable experience in the classroom and who are rated as successful teachers by the school administration. Student preferences of schools, level of instruction, subjects, and cooperating teachers are given careful consideration. Student teachers are not placed with cooperating teachers who are relatives or intimate friends. The personality of the student teacher is studied in terms of the personality of the cooperating teacher and an effort is made to place student teachers with cooperating teachers with whom their personalities harmonize. Before final assignments are made, the college supervisor will consult with major professors concerned.

After the student teacher has received notification of his placement he should contact the building principal and arrange for a short conference. The principal will then introduce the student teacher to the cooperating teacher and acquaint him with the general layout of the building. It is preferable that this initial contact be made at a time convenient to the principal and the cooperating teacher prior to the first day of student teaching. This conference will make it possible for the student teacher to feel at home when he reports for student teaching duties.

COLLEGE EXPECTATIONS OF STUDENT TEACHERS

The student teacher should always be cognizant of the fact that he represents the ideals of a Christian college. Bethel College is to the elementary and secondary pupil and to the school personnel largely what they see in the student teacher. It is not uncommon that high school pupils become so identified with their student teachers that they are influenced in their college choice by the qualities they admire in the student teacher. Bethel College holds high ideals and ethical standards for its student teachers and expects that student teachers will be proud to exemplify those ideals in their student teaching. The following ideals and standards are expected of all who do their student teaching under the sponsorship of Bethel College:

Honesty and Integrity. Student teachers are placed on their own honor in the recording and reporting of time devoted to student teaching. It is assumed that this reporting is accurate and correct. It is also assumed that all relationships with school personnel and students reflect integrity and honor. Student teachers who do not prove themselves worthy of this trust cannot be recommended for certification by the Teacher Education Committee.

Academic and Professional Competence. Bethel College provides an academic and professional program to produce competent teachers. Student teachers are expected to reflect this competence by demonstrating an adequate knowledge of subject matter and in planning and guiding of learning experiences.

Reliability. When school administrators are reviewing the credentials of candidates for teaching positions, one of the first things they look for is reliability. Is he regular and prompt in assuming assigned duties? Is he prompt and accurate in his reporting? Is his attendance at meetings and college conferences regular and prompt? The student teacher is under the same obligation as the regular teaching staff to be reliable in all school responsibilities.

Respect for Constituted Authority. The student teacher has a dual responsibility to constituted authority. He is responsible to the college in which he is enrolled as a student and also to the administration of the school in which he is teaching. To be a successful teacher of youth one must relate well to persons in authority. The student teacher needs to recognize that he is working within a legal framework of authority and that the school administration is legally responsible for his acts. What he does reflects either directly or indirectly upon the school. He should always seek to uphold the standards of the school and make it his business never to criticize school policies.

Genuine Interest in Children and Youth. Two outstanding qualities of good teachers are friendliness and firmness. Friendliness manifests itself in being interested in the children and in what they are interested. It does not mean losing one's status as a teacher. Firmness is welcomed by children and youth so long as it is accompanied by fairness and concern. The successful teacher enjoys working with children and youth. He acquires a sensitivity to their individual and group needs. He appreciates each child because he has a unique individuality. He deals patiently with the child who learns slowly.

Willingness to Go Beyond Minimum Requirements. The student teacher who really enjoys his work is not a clock-watcher. Time requirements do not become a burden to him. He will find

opportunities to be of assistance to the cooperating teacher even if it means using time outside of school. He welcomes assignments from the school administration which offer new learning experiences. He attends extra-classroom functions because he is interested in the school and in the pupils. He enjoys seeing his pupils perform in activities outside the classroom. A student teacher who is active in extra-classroom activities rates highly in the minds of his pupils.

STUDENT TEACHING PLANS

In order to accommodate all teacher education students from the respective departments, the Teacher Education Division has outlined alternate plans for student teaching. The department, however, determines what plan shall be followed by majors of the department. Once the plan has been determined, student teachers will be expected to meet all requirements as outlined.

Plan A. Half-day Plan

September Experience. All student teachers are required to spend 5 half-days at the beginning of the school term in September observing in a school, irrespective of the quarter in which the student teaching is done. The purpose of the September experience is to give the student teacher opportunity to become acquainted with the routine of school opening. The student will arrange with the school administration for this experience which may be in a school convenient to his home. It need not be the same school in which he does his student teaching. Each student teacher will make a written report of the September experience, following an outline prepared by the college supervisor (see Appendix C).

Total Half-days Required. Each student teacher will be required to spend a total of 70 half-days in the public school in addition to the September experience or a minimum of 210 classroom clock hours. This will normally mean a total of 6 half-days per week.

Required Hours per Half-day. A minimum of 3 clock hours shall constitute a half-day.

Extra-classroom Activities. Each student teacher shall submit to the college supervisor at the end of his student teaching program a report of the extra-classroom activities he has attended, such as staff meetings, professional meetings, PTA meetings, athletic, dramatic, and musical activities.

College Conferences. All student teachers are required to attend regularly all college conferences scheduled by the college supervisor. Normally one conference a week is scheduled. The conference period is used for making important announcements relative to the student teaching program and also for sharing teaching experiences.

Plan B. Full-day Plan

September Experience. Same as Plan A.

Total Full Days Required. Each student teacher shall be required to spend a total of 35 full days in the public school in addition to the September experience or a minimum of 210 classroom clock hours. This normally will mean 5 full days per week.

Required Hours per Full Day. A full day shall constitute a minimum of 6 clock hours.

Extra-classroom Activities. Same as Plan A.

College Conferences. Same as Plan A.

A GOOD BEGINNING IN STUDENT TEACHING

The first few days of student teaching are very important. From the very beginning the student teacher should become an active participant as well as an observer. It is during the first several days that the student teacher has the opportunity to make himself acceptable to his cooperating teacher and to the pupils. Any new experience in which one's success is at stake involves a certain degree of fear and insecurity. He should realize, however, that all teachers began as student teachers and that the experience is not something unique to him alone. If he enters the classroom with a certain degree of intrepidity, poise and self-confidence, the pupils will sense this and come to respect him as their teacher.

The student teacher should learn quickly the names and faces of the pupils. The ability to call a child's name conveys to him that he is known and recognized as an individual. Before the student teacher takes charge of the class he should be able to refer to all of the children by their names. This will make the student teacher feel at home with the class and will help pupils feel at home with him. It is also a good practice to study early each pupil's background to become well acquainted with him. When confidential information is made

available to the student teacher, he should always regard it as such and never communicate it beyond professional circles. The student teacher will do well to learn to forget himself in the interests of his pupils. The cooperating teacher and the college supervisor are interested more in the responses he can elicit from the pupils than they are in him as a figure before the class. His work will be evaluated largely in terms of pupil progress and achievement.

The student teacher should come to identify himself early with the school. He needs to disassociate himself from college life in favor of the school in which he is teaching. He should become involved in the total life of the school--its problems and its concerns. He also must recognize that it is easier for him to adjust to the school's way of doing things than for the school to adjust to him. His units and plans will need to fit into the general curricular framework. This does not mean, however, that he has no opportunity to be creative and imaginative in his teaching. The cooperating teacher does not expect that the student teacher will mimic her in his teaching. She expects that the student teacher will want to use certain techniques and methods he has observed, but these must become his if they are to be used effectively with the class.

The student teacher should strive toward understanding, friendliness, and empathy but never cease to maintain the role of a teacher. He should always remember that he is an adult and a teacher working with less experienced persons than himself.

RESPONSIBILITIES OF COOPERATING TEACHERS

In Directing His Observations. One of the first responsibilities of the cooperating teacher is to orient the student teacher to classroom routine. She should acquaint the student early with classroom procedures and practices so he will not need to ask the pupils about day-to-day classroom routine.

The cooperating teacher should take the initiative in helping the student teacher become acquainted with the pupils. He deserves a professional introduction in the same manner as any other fellow-teacher. Whether or not the children accept him as their teacher later may depend on the manner in which he has been introduced to them at the beginning. He should be given a work table or desk in the classroom where he can keep his materials and supplies.

The student teacher should be given assignments in classroom routine early in his experiences. He can help in such activities as taking roll, arranging bulletin board displays, supervising study, evaluating written work, and supervising play activities.

As lessons are presented by the cooperating teacher, it should be pointed out to the student teacher why certain techniques are used, how attention of pupils is elicited, how discussions are stimulated, why certain materials are, or are not, used. He should be instructed what to look for in observing a class in action and encouraged to ask questions. He should be encouraged to observe closely the individual reactions of pupils and try to understand why they react in different ways. The student teacher should be helped to evaluate his own observation to increase his keenness in observing (see Appendix D).

In Unit and Lesson Planning. The cooperating teacher should set aside a block of time, preferably a week or two, during which the student teacher can teach a unit of work. He should be given ample time to plan the unit and it should be reviewed carefully by the cooperating teacher before it is begun. He should be given assistance in the selection of the unit or problem to make sure that it fits well into the general course structure. His objectives should be planned carefully since they will give direction to the development of the unit. They should be specific and practical, and always in terms of pupil growth (see Appendix I).

He should be given help in identifying problems which stimulate the search for meaning on the part of the pupils, and promote reflective and independent thinking. Pupil activities should be carefully planned so there is a variety of activities to meet both individual and group needs and interests. The cooperating teacher can also be of great help in sharing her accumulation of audio-visual materials such as books, magazines, pictures, bulletin board displays, flannel board materials, films, filmstrips, etc. The student teacher should be encouraged to search also for additional materials which he can take with him and use in his own classroom.

The student teacher will also need help in constructing instruments of evaluation and suggestions in the best use of the instruments. He should become acquainted with the cooperating teacher's instruments of evaluation, her system of grading, and the method of reporting pupil progress to parents (see Appendix K).

The cooperating teacher should be ready to be of assistance to the student teacher in every way possible and yet the student teacher

needs to be encouraged to be creative and original in his teaching. He should not feel that he is offending the cooperating teacher if he does not do things exactly as he has observed. He is there to learn from the cooperating teacher, but he needs to feel that the teaching is his own if he is to feel at home in the classroom.

The initiative for planned conferences with the student teacher should be taken by the cooperating teacher. The student teacher will be hesitant to impinge upon the time of the cooperating teacher unless he is certain that the cooperating teacher welcomes frequent conferences. In these conferences planning can be made most effective.

In Supervising Teaching. A student teacher should be given time to gain confidence in himself before being thrust into the full responsibility of a teaching session. He should be given ample time to get well acquainted with the children and also become acquainted with good teaching through observation of his cooperating teacher at work. It is unwise to specify a definite time at which all student teachers should take charge of a class session since some are ready earlier than others. The cooperating teacher should study carefully the student teacher and when she feels that the student is ready, allow him to work gradually into full responsibility for teaching. It is usually best to give him the responsibility for one class several days and gradually increase the classes as he gains confidence and competence. By the end of the student teaching program the student teacher should be able to carry the full responsibility of classes for a full day.

The cooperating teacher should insist on careful lesson plans for each lesson taught by the student teacher. If he is teaching a unit of study, the daily lesson plan should fit into the unit. Normally the student teacher has been taught the general structure of daily lesson plans and unit plans in his methods courses (see Appendix H). His lesson plans should be worked out in advance of the class and shared with the cooperating teacher before the class begins. The cooperating teacher should note carefully the aims of the lesson, the type of activities, the procedure in carrying out the activities, the materials to be used, and the method of evaluation. After some practice in lesson planning, the student teacher can omit some of the detail of his earlier plans. He should never think of the lesson plans as an end in themselves but as a systematic guide in his planning and teaching.

The cooperating teacher can be of great help to the student teacher by suggesting a variety of ways to introduce a lesson. The student teacher should see the importance of securing the attention of all pupils from the very beginning of a class session. The inexperienced teacher does not always realize the importance of this, because

he is not acquainted with the variety of techniques used in captivating and holding the attention of the class.

When student teachers are required to follow daily lesson plans closely, there is a danger of their class sessions becoming formal and inflexible. The student teacher should be encouraged to depart from the lesson plan when the situation warrants it. His lesson plan should serve as a guide and should not inhibit him in being relaxed and natural before the class. The student teacher should be encouraged to have more material in his plan than he will probably use in the allotted time. Time in front of the class may pass rather slowly for the inexperienced teacher and he should not expect to fall back on the cooperating teacher to fill in gaps if he finishes ahead of schedule.

The student teacher should be encouraged to be sensitive to changing classroom mood and response, and be prepared to meet the change with variety in activities. An active and responsible class at the beginning of the period may be quite unresponsive after a half-hour lecture. Even secondary students can hardly be expected to give undivided attention to a single learning activity for a full hour. An effective teacher is one who is sensitive to the change in classroom response and plans variety in his program to meet the change.

The student teacher should be encouraged to evaluate the effectiveness of his own teaching soon after each session. Greatest improvement is made when he looks objectively and critically at his own teaching and seeks to improve it. At this point he is usually receptive to suggestions and criticisms from his cooperating teacher.

After the student teacher has had considerable experience in directing class sessions he should be given opportunity to visit other teachers in the school system. It is a good practice to have him visit teachers both within and outside his teaching field and also the levels below and above his level of teaching. This observation experience should be worked out between the cooperating teacher and other teachers on the school staff.

General Suggestions. The student teacher will gain most from his student teaching if the cooperating teacher is conscious of a few general principles of working relationships. Frequent informal discussions are more effective than long formal conferences. Both the student teacher and the cooperating teacher will be more relaxed to discuss teaching problems at such informal sessions as coffee breaks or lunches together.

Try to make the student teacher feel identified with the school from the very first day by showing him the school and introducing him to school personnel, including the custodian. He should become identified with the pupils and classroom early and feel at home in the new situation. Be clear and frank in keeping him informed as to what is expected of him in the classroom. If he is expected to help with classroom detail and routine he should be informed of this. If he is expected to not use the teacher's desk, he should be informed of this and some arrangement should be made for a work center for him. The success of his student teaching experience depends largely on keeping open the lines of communication between the cooperating teacher and the student teacher. Since the cooperating teacher is normally older and more experienced, she should take the initiative in keeping the lines of communication open.

Expect professional attitudes and behavior from the student teacher and insist on regularity and promptness in all phases of responsibility. He should be cautioned about becoming too "buddy-buddy" with the pupils if he is to maintain their respect as a teacher. If at any time he is not regular and prompt in carrying out school duties he should be made aware of his irresponsibility. Serious infractions should be reported to the college supervisor.

Avoid correcting the mistakes of the student teacher in the presence of the pupils. If errors of judgment or fact are made in classroom sessions, it is desirable to correct these in private conference, permitting him to make the corrections with the group if they are serious enough to warrant correction. To correct him in front of the pupils will likely cause them to lose faith in his judgment and knowledge. The cooperating teacher should try to get the pupils to look to the student teacher rather than to her while the student teacher is in charge of the class. The student teacher must feel that the pupils have confidence in his ability and judgment as a teacher if he is to grow in self-confidence. As his supervisor, be unobtrusively aware of what is going on in the room without making your presence obvious to the pupils or to the student teacher.

His work should be evaluated continuously so that he can make progressive growth throughout his student teaching program. He should be able to sense how the cooperating teacher feels about his work without waiting until his teaching is completed for an evaluation. The final evaluation of the cooperating teacher should represent a summary of the continuous evaluation of which the student teacher has been aware throughout his teaching.

RESPONSIBILITIES OF COLLEGE SUPERVISOR AND MAJOR PROFESSORS

A good student teaching program is built upon a team relationship. The college supervisor, the laboratory school administration, the cooperating teachers, and the college major professors constitute this team.

The college supervisor is the official college representative of the student teaching program. He is the channel through which all official communication between the laboratory schools and the college should pass. One of the first responsibilities of the college supervisor is the assignment of student teachers to schools and cooperating teachers. The college supervisor works through the office of the chief school administrator, or someone designated by him, in the assigning of student teachers.

If any problems should occur in the student teaching program, the college supervisor should be informed immediately. Problems of a serious nature should be channeled through the office of the chief school administrator.

Weekly student teaching conferences are scheduled and conducted by the college supervisor. At these conferences student teachers turn in their weekly reports, receive official announcements, and discuss together their classroom experiences. Conference discussions will normally be centered around an adopted text. Each week student teachers are required to submit to the college supervisor a report of the log of student teaching activities including an analysis of time. A duplicate copy should be given to the administrative office of the laboratory school (see Appendix B).

The college supervisor will visit each student teacher three times during the student teaching program to observe him in his teaching. These visits will be prearranged with the student teacher who will inform the cooperating teacher. When possible the college supervisor should have a short conference with the cooperating teacher following the observation, away from the pupils and student teacher. Following each observation, the college supervisor will make a written evaluation of the student teacher and give it to him at the next college conference (see Appendix G). The student teacher should then arrange a short conference with the college supervisor to discuss the evaluation.

The college supervisor should always be informed when, for any reason, the student teacher finds it impossible to fulfill his assigned duty. The cooperating teacher must also be informed, at the earliest possible date, in order to make arrangements for the teaching. In case of sudden illness the cooperating teacher may be informed through the principal's office. When student teachers fail to clear absences in advance, their final grade will be reduced accordingly.

Major professors from the college are asked to visit their student teachers at least once during the student teaching program. They are requested to make a written evaluation of their observations for the college supervisor (see Appendix C). The major professor is also encouraged to arrange a conference with the student teacher to discuss his observations. Major professors will be consulted in the assignment of student teachers to cooperating teachers.

EVALUATION OF STUDENT TEACHING

The performance of each student teacher is evaluated cooperatively and continuously by the cooperating teacher, the college supervisor, and the major professors. The primary responsibility for continuous evaluation falls to the cooperating teacher, who is in position to observe daily the work of the student teacher. In evaluations cooperating teachers should avoid as much as possible such vague generalizations as a "fine job," "O.K.," etc. The student teacher wants to know exactly what his weaknesses are and what his specific strong features are.

During the student teaching program the cooperating teachers submit two written evaluations to the college supervisor. The first report, somewhat general in nature, is requested at the mid-point of the teaching program. The final evaluation, which is much more detailed, is made at the completion of the student teaching on a form provided by the college supervisor (see Appendix E). Written evaluations are also made by the college supervisor each time he visits a student teacher in his teaching (see Appendix G).

The final grade is given by the college supervisor, but it represents the combined judgment of the cooperating teacher, the college supervisor, and the major professor. It is based on the evaluations made by the three above persons and is computed on a point system. An effort is made to keep the grade on student teaching in line with the college grading system and for that reason, the responsibility for the final grade rests with the college supervisor.

Cooperating teachers should exercise extreme care in making the final evaluation since this serves as a strong basis for determining the final letter grade. "A" grades will be given only to those student teachers who are exceptionally outstanding in their teaching performance (see Appendix F).

Most student teachers are eager to know what qualities cooperating teachers look for in their student teachers. These qualities are usually enumerated in most college texts for student teachers. The following list was compiled to show the qualities which a certain group of Bethel College cooperating teachers liked in their student teachers:

1. Lessons well organized and prepared
2. Receptivity to suggestions and criticisms
3. Initiative and responsibility in classroom management
4. Proper use of audio-visual materials, maps, chalkboards, globes, flannelboards, pictures, films, filmstrips, etc.
5. Calmness and poise in handling classroom problems
6. Interesting presentation of lessons
7. Well-modulated voice
8. Vital interest in the pupils as individuals, and a sensitivity to their needs
9. Consideration, fairness, and democracy in classroom relationships
10. Cooperative planning with children
11. Willingness to receive help from other teachers
12. An interest for the why of things
13. Utilization of special talents --music, art, athletics, etc.
14. Willingness to ask for advice when in doubt
15. Cheerfulness and courtesy towards children

16. Patience in working with slow children
17. Alertness to the routine of classroom tasks
18. Conscientiousness in evaluating pupil work
19. Willingness to take over in the absence of cooperating teacher
20. Good questioner -- makes pupils think
21. Acceptable personal appearance
22. Enthusiasm for teaching
23. Knowledge of the subject
24. Alertness in learning to know the pupils

The student teacher would do well to check himself on these qualities from time to time during his student teaching program. He might also find it valuable to have his cooperating teacher check him on these points occasionally.

PROFESSIONAL REQUIREMENTS

Name _____	Major _____	Degree _____
Courses Offered	Courses Completed	
Block A. <u>Understanding the individual.</u> 9 hrs. ELEMENTARY AND SECONDARY *Developmental Psychology Educational Psychology		
Block B. <u>Understanding the school as a social institution.....</u> 9 hrs. ELEMENTARY AND SECONDARY History of Educational Thought Education in United States		
Block C. <u>Obtaining competence in instruction</u> SECONDARY..... 12 hrs. General or Special Methods Supervised Teaching in Secondary School ELEMENTARY..... 12 hrs. Methods of Teaching Reading Supervised Teaching in Elementary School		
Block D. <u>Elective, Approved by Education Department.....</u> 6 hrs. ELEMENTARY - Two of the following: College Geography Mental Hygiene Tests and Measurements Intro. to Guidance Audio Visual Education		
Block E. <u>Specialized courses dealing with content and method in the elementary school.....</u> 23 hrs. ELEMENTARY - Required courses unless substituted with a similar approved course Public School Art and/or Public School Music Children's Literature El. School Health and Physical Educ. El. School Science and Mathematics Teaching of Language Arts El. School Social Studies	Checked by _____ _____ _____	

*May be replaced with Child Psychology on elementary level or Adolescent Psychology on secondary level.

GENERAL EDUCATION REQUIREMENTS

BASIC REQUIREMENTS

<u>A.B. 18 Hrs.</u>	<u>B.S. 18 Hrs.</u>		<u>Kansas Certificate Requirement in Oral and Written Communication</u>	<u>- 9 hrs.</u>
Constructive English I, II, III	9 hrs.			
Speech	3 hrs.			
Foreign Language (A.B.)	12 hrs.			
English Proficiency Test				
Red Cross First Aid	1 hr.			
Physical Education	5 hrs.			

DIVISIONAL REQUIREMENTS

Division I. Bible and Christian Education				
<u>A.B. 15 Hrs.</u>	<u>B.S. 10 Hrs.</u>			
Christian Foundations I	5 hrs.			
Christian Foundations II	5 hrs.			
Basic Christian Convictions	5 hrs.			
Division II. Natural Sciences			<u>Kansas Certificate Requirement - 15 hrs.</u>	
<u>A.B. 12 Hrs.</u>	<u>B.S. 9 Hrs.</u>		(Must include both physical and biological)	
Introduction to Biology	5 hrs.			
Introduction to Mathematics	5 hrs.			
Introduction to Physical Science	5 hrs.			
Philosophy of Science	5 hrs.			
Division III. The Humanities			<u>Kansas Certificate Requirement in Language or Literature</u>	
<u>A.B. 15 Hrs.</u>	<u>B.S. 10 Hrs.</u>		<u>- 9 hrs.</u>	
Introduction to Art	5 hrs.			
Literary Masterpieces	5 hrs.			
Languages	5 hrs.			
Music Appreciation	5 hrs.			
Introduction to Philosophy	5 hrs.			
Division IV. Social Studies			<u>Kansas Certificate Requirement - 15 hrs.</u>	
<u>A.B. 15 Hrs.</u>	<u>B.S. 10 Hrs.</u>		(Not including General Psychology)	
Principles of Economics	5 hrs.			
History of Civilization I, II	10 hrs.			
Intro. to Political Science	5 hrs.			
General Psychology	5 hrs.			
Intro. to Sociology	5 hrs.			

Total general education requirements for Kansas Certificate, (not including Physical Education, and First Aid, and Applied Sciences), 75 quarter hours.

The State Certificate requirement of 5 hours in physical or mental health, human behavior, general religion, or philosophy is automatically met in Bethel College requirements.

MAJOR COURSES

MINOR COURSES

BETHEL COLLEGE
Supervised Student Teaching
Weekly Activity Report

Name _____ School _____

Subjects _____ Cooperating Teacher
(Signature) _____

Week Ending _____, 19 _____

=====

Log of Activity

Monday

Classroom Time

Obs. and Part. _____

Teaching _____

Total _____

Tuesday

Classroom Time

Obs. and Part. _____

Teaching _____

Total _____

Wednesday

Classroom Time

Obs. and Part. _____

Teaching _____

Total _____

Log of Activity

Thursday

Classroom Time

Obs. and Part. _____

Teaching _____

Total _____

Friday

Classroom Time

Obs. and Part. _____

Teaching _____

Total _____

Time Summary

Week Ending _____

Total Time to Date

Obs. and Part. _____

Teaching _____

Total _____

Extra -classroom activities attended during the week _____

Self-evaluation of week's experiences _____

SEPTEMBER EXPERIENCE

A typewritten report of approximately five pages describing the September experience shall be submitted to the director of elementary teaching or the director of secondary teaching not later than October 1. The report shall contain the name of the school, name of the principal, name of the cooperating teacher or teachers, grade and/or subjects observed, and the dates of observation. The report shall be signed by the principal or the cooperating teacher.

The following questions will serve as a basis for the observation and the writing of the report:

1. What does a teacher do on the first day of school when he first meets his classes?
2. What are the school policies and procedures, and how does a new teacher become acquainted with them?
3. How does a new teacher develop good group control during the first week of school?
4. How are routine matters taken care of during the first week of school?
5. What is the general lay-out of the school plant and how can the new teacher become acquainted with this?
6. How is the school curriculum organized?
7. What are some techniques in learning to know the pupils quickly?
8. What should a beginning teacher know about the pupils before the beginning of instruction?
9. What qualities should a teacher possess to gain the respect of the pupils?
10. Should long-range goals be made at the beginning of school?
11. How does a teacher make the course plans for the year?
12. What records are kept by the teacher, and to what extent are the records made permanent?

13. What counseling service does the school offer and how is this made available to pupils?
14. What system of testing, evaluation, and reporting is used in the school?
15. How does the teacher secure instructional supplies --laboratory supplies, chalk, books, films, etc. ?
16. What extra-classroom responsibilities are expected of the teacher?

BETHEL COLLEGE
OBSERVATION AND PRACTICE TEACHING

Suggested Points to Keep in Mind
In Connection with Observations

Let these points serve as a guide in what to look for during the first week of student teaching, in making notes on the observations, and in reporting and discussing what is learned from the observation:

1. Good personality and behavior traits of the supervising teacher.
2. The pupils: How are they alike? How do they differ? Which ones would you like to study especially? (Know names and faces as soon as possible; making a seating chart will help.)
3. The physical setting (heat, light, ventilation, space, furniture, other equipment, etc.). What things are good? How could the situation be improved?
4. Methods and techniques used by the supervising teacher (particularly means of motivating pupils, controlling pupil behavior, and measuring achievement). Which ones do you feel that you could use effectively?
5. Instructional materials and resources used by the teacher. Which do you feel you could use effectively? Where are they obtainable? How?
6. Forms, reports, records, etc., with which the teacher must work. How are they used?
7. Special policies, procedures, and regulations of the school (e.g. discipline, detention, absences, make-up work, fire drill, handling of cases of illness, handling of accidents, field trips, use of films, etc.).
8. Instructional plans used by the supervising teacher. What does he have in the way of course plans? Unit plans? Weekly plans? Daily plans? To what extent can and should you follow his plans?
9. What are the extra-classroom problems and duties of the supervising teacher? How does he meet them?

12. TRUSTWORTHINESS: Assured reliance on integrity, veracity, justice, friendship, and the like.

Thoroughly reliable in all situations, consistent	Occasionally disappointing	Can never confidently be trusted with class

13. LEADERSHIP: Ability to guide or show the way in conduct, opinion, or understanding.

Secures cooperation, shows ability in guiding activities of pupils	Influence on pupil activities is slight	Shows no initiative, pupils are listless, unresponsive, antagonistic

14. COOPERATION: The act of working jointly with another.

Helpful, carries out plans of teacher, loyal	Passive, will do what he is told to do	Influence is negative, disloyal

15. OPENMINDEDNESS: Receptive of new ideas.

Willing to accept suggestions, readiness to learn, experiments	Generally willing to learn	Stubborn, unwilling to change opinion or methods

16. RESOURCEFULNESS: Capacity to meet a situation, rising to an occasion.

Scholarly in handling sub- ject, meets all problems	Generally handles situations	Superficial and inadequate in school situations

17. TACT: Ability to deal with others without giving offense.

Develops friendliness, does not give offense	Ordinarily gets along with others	Antagonizes nearly every one

18. SELF-CONTROL: Restraint exercised over one's self.

Calm, dignified, poise, reserved	Fairly calm, dignified	Has emotional outbursts, disturbed when routine is upset

19. THRIFT: Economical management of classroom.

Work well planned, minimum waste of materials, time and pupil effort	Routine work is fairly well handled	Poor management

20. GROWTH (during semester or quarter): Increase in power to instruct effectively, ability to handle classroom situations, perfection of teaching techniques.

Development as a teacher is very evident	Improvement is satisfactory	No improvement

Rating for Quarter.....

Please write a statement of evaluation for use in his placement
credentials.

LETTER GRADES IN STUDENT TEACHING

Uniformity should be maintained in the assignment of grades for student teaching. Since student teaching is a part of the academic program of the student, the letter grade for the course should not be out of line with the general grading system of the college. The following interpretation of the meaning of the various letter grades may be helpful in the assignment of grades:

Grade A. Grade A means that the student has done an outstanding job in his teaching. He is creative, responsible, intelligent, mature, and highly capable of self-direction. He has the qualities of an excellent teacher and shows great promise of becoming a leader in the profession. He has shown unusual growth in planning and directing classroom learning experiences. He can be recommended for a teaching position without reservation.

Grade B. Grade B means that the student has the potential to become a good strong teacher. He can plan creatively and constructively and has grown consistently with regard to self-direction and responsibility. He has shown poise and is willing to exert extra effort to be a productive teacher. He is strongly recommended for a teaching position and should prove to be a strong teacher with a minimum of assistance and supervision.

Grade C. Grade C means that the student has done acceptable teaching but has not shown as much growth as might have been anticipated. He has not been particularly creative and self-directive at this stage of his teaching. He needs more development and experience before he may be considered a fully prepared teacher. With continued assistance and supervision he has the potential to become a good teacher. He is recommended for a teaching position with the suggestion that he be given careful supervisory assistance during the first year of teaching.

Grade D. Grade D means that the student has little promise to become an acceptable teacher. He is definitely lacking in creativity and self-direction. He needs to develop further in teaching skills before he can be put on his own as a teacher. He is not currently recommended for a teaching position.

Grade F. Grade F means that the student has failed in his student teaching. He has not shown growth in his teaching experience and it is doubtful whether further experience as a teacher would be of benefit to him. He is not recommended for a teaching position.

STUDENT TEACHING EFFICIENCY REPORT
BETHEL COLLEGE

Student Teacher _____ School _____
Subject or Grade _____ Date _____
Reported by _____

Definiteness and clearness of objectives:

Careful preparation of the student teacher:

Success in stimulating pupil interest and holding class attention:

Skill in directing and eliciting group discussion:

Ability to explain relationships and make applications of concepts and principles:

Skill in motivating work:

Clarity of assignment:

Strong points in the recitation:

Suggestions for improvement:

Other comments:

LESSON PLAN

Grade V, History

Topic: Inventions that Carry Messages and News

General Aim: To help the pupils develop insights into the growth in human achievements and the influences these achievements have had on quality of living.

Specific Aims: To help the pupils understand that communication has played an important part in the growth and development of their country.

- To learn that the early colonists also recognized the need for communication.
- To learn that messages were carried by coaches and the Pony Express.
- To learn that the telegraph and telephone provided a means of communication between the East and West.

Procedure:

Motivation

1. Arrange an exhibit consisting of such items as a newspaper, letter, post card, telegram, record, picture, slide, and pictures of a telephone, radio, and television set.
2. Discuss with the pupils the importance of each of these items in helping people to communicate and keep informed about what is going on in the world around them.

Leading Questions

1. How is it possible for President Kennedy to alert the entire nation within minutes after a significant news event?
2. In what very important way is man different from an animal?
3. What are the three ways that man can express his thoughts?
4. How did Indians communicate with each other at a distance?
5. How did the Indians keep records of important events?
6. Would flag signals, pony express, and smoke signals be satisfactory means of communication today? Why?

Activities

1. Discuss the fighting of the Battle of New Orleans which was fought after the armistice, to show what rapid communication means to a nation.
2. Have Boy Scouts in the class demonstrate how they send messages by flag signals.

3. Ask the pupils if there are days when no one in their homes receives mail.
 - a. Following the response tell the group that in colonial days there were weeks and weeks when a family did not receive mail.
 - b. Have pupils turn to page 389 (text) to find out why this was true.
 - c. Have the pupils read to page 384 (text) with the following questions to guide their reading:
 - a) Why was the Pony Express organized?
 - b) How did the government help the Californians get their mail?

Materials:

1. Text - Barker, Eugene C., et. al. The Story of Our Country. Row Peterson.
2. Other Materials - newspaper, letter, post card, telegram, record, picture slide, pictures of a telephone, radio, and television set, and supplementary library books.

INSTRUCTIONS FOR PLANNING YOUR TEACHING UNIT

1. General Instructions

- a. The unit should be typed (two copies).
- b. The unit should cover several weeks of teaching.
- c. You may use your supervising teacher and your subject matter professor in planning your unit.
- d. The unit will be evaluated and counted in the final grade.

2. Definitions of a teaching unit

- a. A body of unified teaching material, organized to help the teacher plan learning experience appropriate for helping youth solve their problems.
- b. Integrative pupil-learning experience developed out of and around a major center of interest, resulting in growth in desired ways of thinking and acting.

3. Characteristics of a well-planned teaching unit

- a. Provides means of solving problems, or acquiring knowledge, attitudes, appreciations, and skills.
- b. Employs whatever subject matter is necessary to achieve its purpose.
- c. Broad in scope, and provides for individual branching out.
- d. Suggests wide range of possible activities for students.
- e. Flexible, permitting teacher-pupil planning as it is carried out.

4. Suggested divisions of a teaching unit

- a. Statement of topic or problem.
- b. Objectives in terms of desired behavior outcomes--knowledge and understandings, attitudes and appreciations, skills and habits.
- c. Outline of content--sequence of organization including topics, subtopics, problems, etc.
- d. Materials--books, magazines, films, laboratory materials, etc.
- e. Activities--discussions, field trips, written assignments, reports, committee work, games, etc.
- f. Evaluation--instruments to be used in evaluation of the performance such as teacher tests, standardized tests, note-books, reports, teacher observation, term papers, etc.

CASE HISTORY OUTLINE

1. Family history
 - a. Father - age, physical and mental health, habits, attitude on discipline, religion, schooling, occupation, recreation, etc.
 - b. Mother - same
 - c. Siblings - position in family, number in family, relations with other siblings
2. Home and neighborhood
 - a. Economic status of home
 - b. Physical condition of home
 - c. Home atmosphere
 - d. Religious atmosphere
 - e. Community
3. Personal history of child
 - a. Age in relationship to grade
 - b. Health - any defects, long illnesses, etc.
 - c. Habits - sleep, cleanliness, neatness in work
4. School experiences
 - a. Schools attended
 - b. Grades skipped
 - c. School failures
 - d. Reactions from previous teachers
 - e. Group relationships
5. Outside school interests
 - a. Recreational interests
 - b. Use of leisure time
6. Personality characteristics
 - a. Shy and withdrawn
 - b. Self-conscious
 - c. Stubborn, jealous, affectional, daydreaming, etc.
7. Test data
 - a. Aptitude level
 - b. Achievement level
 - c. Personality inventories
8. Cooperating teacher's analysis

PRINCIPLES IN CONSTRUCTING TESTS AND EXAMINATIONS

- I. What are the purposes of tests and examinations?
 1. To determine the extent and rate of pupil growth.
 2. To help the pupil understand his potential abilities, achievements, etc.
 3. To determine the effectiveness of the learning experience.
 4. To help parents understand pupil growth.

- II. Principles in evaluating tests and examinations.
 1. Validity. Does it measure what it is designed to measure?
 2. Reliability. Does it measure with a high degree of consistency?
Does it differentiate between good and poor performance?
 3. Objectivity. Is the evaluation based on objective rather than subjective evidence?
 4. Adequacy in Sampling. Does the sample measure total performance?
 5. Simplicity in Administration. Can the test be administered without confusion and frustration?
 6. Interpretation. Are the results of the test meaningful in evaluating pupil progress?

- III. Suggestions in constructing good tests and examinations.
 1. The preliminary draft should be made early.
 2. Tests should include more than one type of item--true-false, multiple choice, matching, blanks, etc.
 3. Content should range from less difficult to the more difficult.
 4. Cull out the undesirable items after first draft.
 5. Before using the test items again make a critical revision.
 6. Phrase items so that content, rather than statement, determines the answer.
 7. Place all items of a particular type together.
 8. Directions to the pupils should be clear, complete, and concise.

